

# **UDL and the Indiana Academic Standards for English/Language Arts and Mathematics 2014**

College and Career  
Readiness-Based Testing

**PATiNS**  
PATINSPROJECT.COM



# Our Purpose today:

- We are here to unwrap what Universal Design for Learning (UDL) is and how it impacts students, daily instruction, assessment and the testing environment.
- We will talk about the NEW TESTING...
- Accommodations/Modifications
- The big challenge ahead



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# What is PATINS?



**P**romoting  
**A**chievement through  
**T**echnology and  
**I**Nstruction for all  
**S**tudents



# What does PATINS Do?

- Universal Design for Learning Expertise & Resources
- Lending Libraries (6 week loans)
- Technical Training and Workshops
- Accessible Technologies Consultations
- Technical Assistance Grants (Statewide)
- Refurbished Computer Program
- NIMAS/ICAM

No Cost for Our Services  
[www.patinsproject.com](http://www.patinsproject.com)



# MODIFICATIONS VS. ACCOMMODATIONS

A Modification is when general education curriculum or learning expectation is altered

Accommodations do not modify the content, but allows for some changes to presentation, timing, response, setting, and equipment.



# UDL Defined in Article 7

- Sec. 102. "Universal design" means a concept or philosophy for designing and delivering products and
- services that are usable by people with the widest possible range of functional capabilities, which include
- products and services that are:
  - (1) directly accessible, without requiring assistive technologies; and
  - (2) interoperable with assistive technologies.



# UDL & Assessment in Article 7

- **511 IAC 7-36-10 State and local assessments**

State and local assessments must, to the greatest extent possible, be administered using Universal Design Principles.





# UDL Simplified

- Generally easy to use
- Usable by most people
- Accommodates the greatest variety of learning needs
- Usable by the greatest variety of learning styles
- Can and should be made readily available
- UDL does not always necessitate technology
- UDL *can* require assistive technology (AT)
- UDL can allow for more focused & personalized AT



# UDL vs. AIM vs. AT



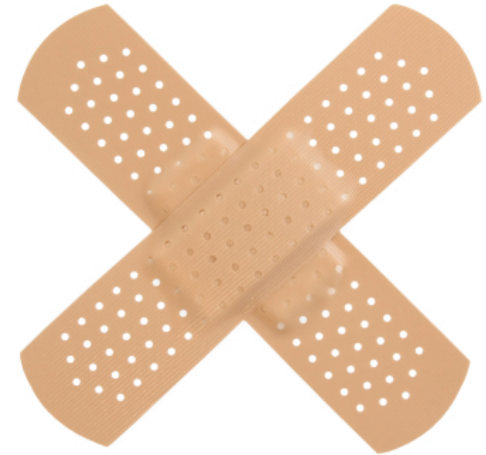
The Principles that Address “problems” With the curriculum and environment.

**CAN** require AT for Implementation.



The Materials that Help all students access to the content.

**CAN** require AT for Implementation.



The Tools needed to participate and learn And *sometimes* to Implement AIM.

# Universal Design for Learning

Providing *Multiple* and *Flexible* Means of:

- **PRESENTING** *Info to Students*
- *Allowing Students to* **RESPOND**
- **ENGAGING** *Students*



# Universal Design for Learning

Is a framework full of Choice & Flexibility vs. a scripted curriculum.

- **Physical Access**

- *Materials, Methods, Tools, Assessment*

- **Cognitive Access**

- *Materials, Methods, Tools, Assessment*



# Test-Allowed Accommodations

- Accommodation resource kit: <http://bit.ly/accommtoolkit2014>
- This is a thorough UDL Accommodation Toolkit.
- This includes:
  - Has a blocking ruler.
  - Furniture
  - Seating
  - Headphones
  - Lined paper turned sideways
  - Low tech
  - Highlighter
  - Eraser
  - Mark for later
  - Grade specific tools



# 175 vs 5



# 175 vs 5

- UDL and accommodations in the testing is important.
- The real value for improved student achievement lies in UDL tools and strategies implemented throughout the year.



# Applied skills and writing

- **Some Issues:**

- Students have very limited experience with applied skills in high-stakes assessment
  - Spelling barriers, limited vocabulary, limited life experiences, sense of audience, sentence structure, etc.
  - IMAST was paper-based. Online will involve new skills.
- Allowed testing accommodations are limited
- Instructors may have more experience *remediating* than *accommodating* to meet *grade level requirements*.





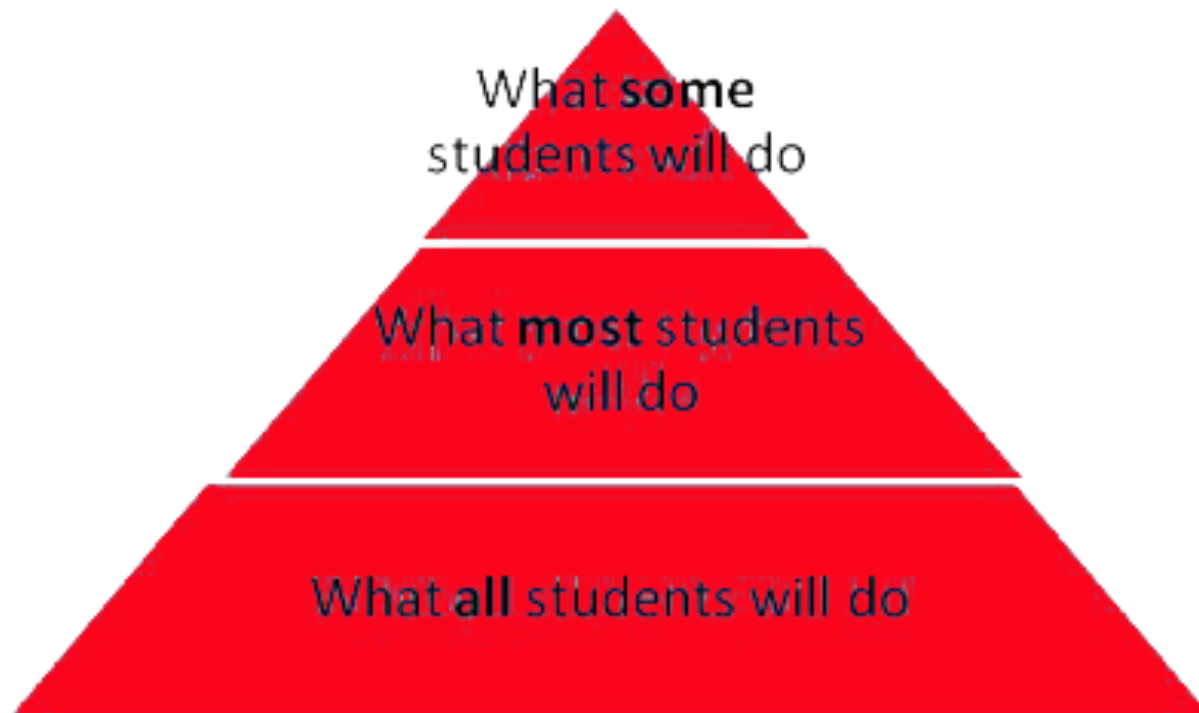
# A Grade level Standard

**5.RL.2.3:** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.



# Grade level Standard Unwrapped

- Unwrapping a grade level standard. The pyramid concept.



# Some UDL Strategies/Methods

- **All**
  - Choices in location and seating
  - Varied writing utensils and paper
  - Handwriting alternatives (*typed, speech to text*)
  - Project options/choices
  - Advanced background information
  - Post lesson enhancement
  - Information presented auditorily, visually, kinesthetically, and available outside of classroom



# Some UDL Tools

- **All**

- Keyboard
- Talking word processor or text to speech
- Drawing tools
- **iPad** (*presentation & response*)
- Wikipedia Tools
- Highlighters (*digital and conventional*)

- **Most**

- Organizational apps
- **Word Prediction software**
- Sound Field Systems

- **Some**

- AAC Devices
- **iAuthor**
- Virtual Reality
- Augmented Reality
- iMovie / Moviemaker (*apps or computer based*)



# UDL Materials

- **AIM**
  - Specialize Formats
    - Braille
    - Large Print
    - Digital Text
    - Audio
    - Captions
    - Video
    - Tactile Graphics
    - Audio Descriptions



[www.icam.k12.in.us](http://www.icam.k12.in.us)



# Resources

- IDOE website
  - IDOE Assessment Resources & Manuals:
    - [www.doe.in.gov/assessment](http://www.doe.in.gov/assessment)
  - Appendix C: Accommodations Guidance
    - <http://bit.ly/appendixC2014>
- PATINS Contact & Resources
  - [www.patinsproject.com](http://www.patinsproject.com)
  - [www.icam.k12.in.us](http://www.icam.k12.in.us)
  - <http://bit.ly/patinsudl>
- UDL Resources
  - CAST UDL: [www.cast.org/udl](http://www.cast.org/udl)
  - National UDL Center: [www.udlcenter.org](http://www.udlcenter.org)

